

MRS. SPIELMANN'S 2ND GRADE			
Lesson Plans for Week of March 30–April 3, 2015			
	DOL,Flag, Attendance	Specials	Guided Reading
	8:30-8:45	8:45-9:45	10:00-11:30
M	Flag Pledge, Lunch Count,	8:45- 9:15 - P.E.	Guided Reading & Conferencing
O	Attendance, Daily Oral Lang.	9:20-9:50 - Art	Oral & Silent Rdg: <b>Let's Look at Gems</b>
N	<a href="#">Spelling: Vowel a_ ough</a>		<b>Let's Discover Gold</b>
D	Challenge words in dict. Sentence		Students will review information
A	<a href="#">Phonics Charts-# 49-50 titled:</a>		on KWL; finish a story map;
Y	<b>Rocks; Keepsakes</b>		Genre study & Guided Rdg. Group
	<b>Flash Card Drill of Sight Words</b>		<b>Daily 5: Read to Self, Read to</b>
	Oral Language		<b>Someone, Listen to Reading, Word</b>
	Character Education word:		<b>Works, Work on Writing,</b>
	Self- Discipline		<b>CAFE Components</b>
	8:30-8:45	8:45-9:45	10:00-11:30
T	Flag Pledge, Lunch Count,	8:45-9:15 - Music	Guided Reading & Conferencing
U	Attendance, Daily Oral Lang.	9:15-9:50 - Library	oral & Silent Rdg: <b>Let's Look at</b>
E	<a href="#">Spelling:Vowel Variant a_ ough</a>		<b>Fossils; Collecting Seashells</b>
S	Challenge words in dict. Sentence		Story Plot, major and minor
D	<a href="#">Phonics Chart - #49-50 Titled:</a>		characters; settings, sequence
A	<b>Rocks; Keepsakes</b>		events, predict author's message
Y	<b>Flash Card Drill of Sight Words</b>		<b>Daily 5: Read to Self, Read to</b>
	Character Education word:		<b>Someone, Listen to Reading, Word</b>
	Self- Discipline		<b>Works, Work on Writing, CAFE Comp.</b>
W	8:30-8:45	8:45-9:45	10:00-11:30
E	Flag Pledge, Lunch Count,	8:45-9:15 - P.E.	Guided Reading & Oral Rdg.
D	Attendance, Daily Oral Lang.	9:20-9:50 - Art	<b>Let's Go Rock Collecting</b>
N	<a href="#">Spelling: Vowel Variant a_ ough</a>		Events, predict author's message
E	Challenge words in dict. Sentence		the narrative & intended audience
S	<a href="#">Phonics Chart #49-50 titled:</a>		Describe how setting is
D	<b>Rocks; Keepsakes</b>		conveyed & similarities. <b>Daily 5: Read</b>
A	<b>Flash Card Drill of Sight Words</b>		<b>to Self;Read to Someone,Listen</b>
Y	Character Education word:		<b>to Reading, Word Works, Work</b>
	Self- Discipline		<b>on Writing. CAFE Components</b>
	8:30-8:45	8:40-9:45	10:00-11:30
T	Flag Pledge, Lunch Count,	8:45-9:15 - Music	Oral & Silent Reading:
H	Attendance, Daily Oral Lang.	9:20-9:50- Library/Counseling	<b>Pebbles</b>
U	<a href="#">Spelling- Vowel Variant a_ ough</a>		Write about how to compare
R	Challenge words in dict. Sentence		this story to another story. Discuss
S	<a href="#">Phonics Chart # 49-50 Titled:</a>		the author's message of the story.
D	<b>Rocks; Keepsakes</b>		<b>Daily 5: Read to Self, Read to</b>
A	<b>Flash Card Drill of Sight Words</b>		<b>Someone, Listen to Reading, Word</b>
Y	<b>Character Education word:</b>		<b>Works, Work on Writing,</b>
	Self- Discipline		<b>CAFE Components</b>
	8:30–8:45	8:40-9:45	10:00-11:30
	Flag Pledge, Lunch Count,	8:45-9:15 - P.E.	Oral & Silent Reading of:
F	Attendance, Daily Oral Lang.	9:20-9:20 - Art	<b>Mae Jamison, Quetzal's Journey</b>
R	<a href="#">Spelling: vowel Variant a_ ough</a>		Discuss author's message. Word
I	Challenge words in dict. Sentence		wall activities; speaking in
D	<a href="#">Phonics Chart #49-50 Titled:</a>		complete, coherent sentences.
A	<b>Rocks; Keepsakes</b>		<b>Daily 5: Read to Self, Read to</b>
Y	<b>Flash Card Drill of Sight Words</b>		<b>Someone, Listen to Reading, Word</b>
	<b>Character Education word:</b>		<b>Works, Work on Writing,</b>
	Self- Discipline		<b>CAFE Components</b>
		<b>CURRICULUM OBJECTIVES:</b>	
	<b>Math Objective:</b> Students will learn ho	how to solve problems of fractions an	
	<b>Shared Reading Objective:</b>	: Use appropriate listening skills, as well as identify complex and irregularly :	
	<b>Spelling Objectives -</b>	Vowel Variant a_ ough	
	<b>Oral Language Objective:</b> Practice Speaking and listening skills.		
	<b>Science Objective:</b> Students will unde	stand about changes on earth.	

	<b>SuccessMaker Objective:</b> Use targeted practice and interventions on the computer in reading and math for each stu	
	<b>Guided Reading Objective:</b> Find author's message in a story; describe how setting is conveyed; review KWL chart	
	<b>Explicit Oral Language Objective:</b> Oral reading and discussion using poetry books and News Books	
	<b>Weekly Reader Objective:</b> students	how our weather is changing and how it effects our animals
	<b>Social Studies -</b> Students will learn ab	our our country was started
		<b>STATE STANDARDS:</b>
	<b>Reading Standards: Indicator 1-</b>	Students can recognize & analyze words; Indicator 2: Students can compreh
	<b>Writing Standards: Indicator 1:</b>	Students can apply the writing process to compose text.
	<b>Listening and Viewing Standards: Indicator 1:</b>	Students are able to use various listening & viewing strategies in soc
	<b>Math Standards: Indicator 1:</b>	Use procedures to transform algebraic expressions.
	<b>Science Standards: Indicator 1:</b>	Understand the nature and origin of scientific knowledge.
	<b>Social Studies Standards: Indicator 1:</b>	Analyze U.S. historical eras to determine connections & cause/effect relation
	<b>Technology Standards: Indicator 1:</b>	Students recognize & demonstrate skills in operating technological systems.
		<b>COMMON CORE STANDARDS:</b>
	<b>Language Arts:</b>	Ask who, what, where, when, why, and how questions for understanding; dis
	<b>Mathematics:</b>	Extend understanding of base ten system; understanding models of addition
	<b>Reading</b>	Ask who, what, where, when, why, and how questions for understanding; dis
	<b>Writing</b>	Write opinion pieces in which they introduce the topic or book they are writir
	<b>Speaking and Listening</b>	Participate in collaborative conversations with diverse partners and 2nd grac
	<b>Language Arts</b>	Participate in collaborative conversations with diverse partners and 2nd grac
	<b>Math</b>	Make sense of problems and work on tables and graphs and daily reasoning
	<b>Technology Standards</b>	Select from several teacher-directed internet sites to locate information
	<b>Social Studies -</b>	Analyze US historical eras to determine connections and cause and effect
	<b>Science Standards</b>	Make a timeline to indicate the life cycle of an insect. Use scientific thinking

<b>Handwriting</b>	<b>Recess</b>	<b>Lunch</b>	<b>Moby Max - Reading</b>	<b>Math</b>	<b>Recess</b>	<b>Creat.Writ.</b>
11:30-11:35	11:35-11:50	12:05-12:35	12:55-1:15	1:15-2:00	2:00-2:15	2:15-2:30
Explicit Oral			Self-paced	Unit 9, 1.1 & 1.2 Students		Students
Language			interactive	will be learning how		will be
on various			courseware	to measure lengths and		composing
current			in content	ways to get to 100.		various
topics .			areas	solve problems from words.		stories to
Read Aloud			of reading	Problem of the Day		enhance
Poems with			and math	Mad Minute Tests; CGI Problems		the import.
Skill Building			in the computer lab.	Flash card drill of addition facts		of learning
Lessons.				Students will use algebra		writing
				concepts to solve equations.		skills.
<b>Handwriting</b>	<b>Recess</b>	<b>Lunch</b>	<b>Moby Max - Math</b>	<b>Math</b>	<b>Recess</b>	<b>Creat.Writ.</b>
11:30-11:40	11:35-11:50	12:05-12:35	12:55-1:15	1:15-2:00	2:00-2:15	Students
Pg68-70			Self-paced	Unit 9 -1.3 & .1.4 Students		will be
Students will be			interactive	work on measuring		composing
working on			courseware	and comparing		various
vertical &			in content	measurements.		stories that
horizontal lines.			areas	Problem of the Day. Mad		are Common
			of reading	Minute Tests. Flash card drill		Core
Read Aloud			and math	addition fact. Students will solve		Standards
Poems			in the computer lab.	everyday problems in math.		Based.
<b>Handwriting</b>	<b>Recess</b>	<b>Lunch</b>	<b>Moby Max - Reading</b>	<b>Math</b>	<b>Recess</b>	<b>Creat.Writ.</b>
11:30-11:40	11:35-11:50	12:05-12:35	12:55-1:15	1:15-2:00	2:00-2:15	Students
Explicit Oral			Self-paced	Unit 9 1.5 Students will b		will be
Language			interactive	learning about measuring		composing
on various			courseware	cubes		various
current			in content	and problem solving. Pro		stories to
topics. Read			areas	of the Day. Mad Minute Te		enhance
Aloud Poems			of reading	Flash card drill of addi. Fa		the import.
With Skill			and math	Students will understand		of learning
Bldg. Lessons			in the computer lab.	place value. CGI Problems		writing
<b>Handwriting</b>	<b>Recess</b>	<b>Lunch</b>	<b>Moby Max - Math</b>	<b>Math</b>	<b>Recess</b>	<b>Creat.Writ.</b>
11:30-11:40	11:35-11:50	12:05-12:35	12:55-1:15	1:15-2:00	2:00-2:15	Students
Pages 72-74			Self-paced	Unit 9 2.1 Students will b		will be
Students will be			interactive	working with understand.		composing
writing with			courseware	linear measurement		various
upper & lower			in content	and measuring with inche		stories to
case letters.			areas	Problem of the Day.		enhance
Read			of reading	Mad Minute Tests. CGI Problems		the import.
Aloud Poems			and math	Flash card drill of add. fa		of learning
with Skill Bldg.			in the computer lab.	using problem solving skills		writing
<b>Handwriting</b>	<b>Recess</b>	<b>Lunch</b>	<b>Moby Max - Reading</b>	<b>Math</b>	<b>Recess</b>	<b>Creat.Writ.</b>
11:30-11:40	11:35-11:50	12:05-12:35	12:55-1:15	1:15-2:00	2:00-2:15	Students
Explicit Oral			Self-paced	Unit 9 2.2 Students will b		will be
Language			interactive	measuring with the		composing
on various			courseware	inch brick tool.		various
current			in content	Daily practice and		stories to
topics.			areas	problem solving. CGI pro		enhance
Read Aloud			of reading	Problem of the Day. Mad		the import.
Poems with			and math	Minute Tests. Flash card drill		of learning
Skill Building			in the computer lab.	Students will be able to write		writing



<b>RTI</b>	<b>Science /S.Studies</b>	
<b>Response to Interv.</b>	<b>Weekly Reader/JA</b>	
<b>2:30-3:00</b>	<b>3:00-3:25</b>	
<b>Story Sparkers</b>	<b>Science - Pg. D1-D10</b>	
<b>for RTI</b>	<b>Students will be</b>	
	<b>learning about</b>	
	<b>weather changes</b>	
	<b>in our country.</b>	
	<b>Weekly Reader-</b>	
	<b>We will be learning about</b>	
	<b>how to get rid of litter.</b>	
	<b><a href="#">Dismiss - 3:30</a></b>	
<b>RTI</b>	<b><i>Social Studies - Pg 66-69</i></b>	
<b>Response to Interv.</b>	<b>3:00-3:25</b>	
<b>2:30-3:00</b>	<b>Students will learn</b>	
<b>Dictionary Thes.</b>	<b>various cultures,</b>	
<b>Hunt</b>	<b>traditions, customs,</b>	
<b>and 2B iPads</b>	<b>and immigrants.</b>	
<b>read books and</b>		
<b>take AR tests</b>		
<b>on iPads</b>		
	<b><a href="#">Dismiss - 3:30</a></b>	
<b>RTI</b>	<b><i>Weekly Reader- 3:00-3:25</i></b>	
<b>Response to Interv.</b>		
<b>2:30-3:00</b>	<b>Students will learn about</b>	
<b>Fluency and</b>	<b>safety signs and</b>	
<b>Comprehension</b>	<b>how we use them.</b>	
<b>Practice with</b>	<b>Use Promethean Board</b>	
<b>various stories</b>	<b>for learning about</b>	
	<b>different governments and</b>	
	<b>interactive flip charts.</b>	
	<b><a href="#">Dismiss - 3:30</a></b>	
<b>RTI</b>	<b><i>Weekly Reader - 3:00-3:25</i></b>	
<b>Response to Interv.</b>	<b>Students will be learning</b>	
<b>2:30-3:00</b>	<b>erosion and rock</b>	
<b>Glossary Hunt</b>	<b>change and how the</b>	
	<b>earth changes.</b>	
	<b>We will find various</b>	
	<b>traditions on the</b>	
	<b>Promethean Board</b>	
	<b><a href="#">Dismiss - 3:30</a></b>	
<b>RTI</b>	<b><i>Weekly Reader-3:00-3:25</i></b>	
<b>Response to Interv.</b>	<b>Students will be learning</b>	
<b>2:30-3:00</b>	<b>about the heroes in our</b>	
<b>Encyclopedia</b>	<b>lives.</b>	
<b>Research</b>	<b>Students will work</b>	
	<b>in groups to work together.</b>	
	<b>The students will</b>	
	<b>then share their findings</b>	
	<b>to the class.</b>	
	<b><a href="#">Dismiss - 3:30</a></b>	

